

# Inspection of Care Chiefs

Spa Tavern, 124 Old Lane, Manchester M38 9SB

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Inspection date: 19 January 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Overall, children are happy and show that they feel safe at the nursery. There have been some changes due to the COVID-19 pandemic, which children have adapted to well. For example, they part from their parents with ease at the entrance. Leaders are aware that standards across the nursery have declined since the last Ofsted inspection. They identify plans for improvement and know what they need to do to drive forward change. These plans are in their infancy. Not enough has been done to improve the quality of education, teaching and staff deployment. Although the inspection highlights these weaknesses, there is some positive practice from staff to support children's care and well-being.

Staff provide children with some activities that help to motivate them to learn. For example, babies babble as they explore the sound of rattles. Toddlers use their imaginations to make 'pizza' with sand. Older children develop their hand-to-eye coordination while stacking wooden blocks to make towers. Outdoors, children ride bikes and show coordination while climbing on apparatus. However, due to weak staff deployment, children sometimes lose interest in activities and lack purpose in their play. This means that the quality of education is not good.

### **What does the early years setting do well and what does it need to do better?**

- Leaders understand the strengths and weaknesses across the nursery. They know what they need to do to raise standards. Leaders demonstrate a good capacity to bring about change.
- The education children receive is not consistently good. Staff set up activities with the intention to follow children's next steps. However, too often, they complete tasks that take them away from working directly with children. As a result, children do not always engage in purposeful learning. They become easily distracted and do not always make the progress of which they are capable.
- Staff access training and say that leaders support them. However, the monitoring of staff by leaders is not fully embedded. Staff are not always given incisive feedback about their practice to help them to improve. For example, leaders do not identify that staff do not consistently model to children how to use tools successfully, such as scissors and pens.
- The support in place for children with special educational needs and/or disabilities (SEND) is effective. Interventions help children with SEND to make steady progress, given their initial starting points. Leaders consider how to spend additional funding, to have the most impact on children. For example, they provide staff with training to support children's communication and language.
- Children access books and staff foster a love of reading. For example, they read books to children and have a 'story of the month'. Staff encourage children to

develop early writing skills, such as by rolling dough and making marks in flour. Staff support children who speak English as an additional language well. They use key words in children's home languages, which helps children to develop a good grasp of English.

- Children learn to put on their own coats and use cutlery at lunchtime. However, staff do not consistently follow good hygiene practices. For example, they do not always wash their hands after wiping children's noses, or teach children the importance of this. On occasion, staff allow children to drink water and eat cereal that has been used by other children during play.
- Overall, staff engage well with external professionals and the settings that children move on to. Parents report that staff are 'kind' and 'lovely', and that their children settle well and make progress. However, staff do not always enable parents to further support and extend their children's learning at home.
- Children show confidence to approach visitors. Overall, they play well alongside others and show an interest towards learning. However, staff do not consistently implement behaviour management procedures to fully promote children's good behaviour. For example, staff allow children to throw toys on the floor and children do not help to tidy up when asked. On occasion, some children do not follow instructions given by staff.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Leaders follow robust recruitment procedures to ensure that staff are suitable to work with children. They adhere to requirements around adult-to-child ratios. Staff complete safeguarding training and leaders ensure that this knowledge is up to date. Staff have a broad understanding of safeguarding issues, such as spiritual possession and grooming. They know how to keep children safe and protected from harm. Staff understand the referral procedure, and the steps to take if they were to have concerns about children's welfare or the conduct of a colleague.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that leaders deploy staff effectively throughout the nursery in order to meet the needs of all children	25/02/2022

ensure that leaders develop arrangements for the monitoring of staff practice and provide staff with incisive feedback to help them to improve and raise the quality of education	25/02/2022
ensure that all staff understand and consistently follow good hygiene routines, to support children's good health and prevent the spread of infection.	25/02/2022

**To further improve the quality of the early years provision, the provider should:**

- strengthen partnership working with parents, to enable parents to further support and extend their children's learning at home
- support staff to understand and implement behaviour management procedures, to fully promote children's good behaviour.

## Setting details

<b>Unique reference number</b>	EY490292
<b>Local authority</b>	Salford
<b>Inspection number</b>	10214448
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	AW Childcare Services Ltd
<b>Registered person unique reference number</b>	RP531478
<b>Telephone number</b>	0161 790 1275
<b>Date of previous inspection</b>	29 August 2019

## Information about this early years setting

Care Chiefs registered in 2015. The nursery employs 23 members of childcare staff. Of these, 18 hold early years qualifications at level 2 or above. The nursery opens Monday to Friday, 7am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

David Lobodzinski

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact this had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents, and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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